



**PERSPECTIVES ON ANXIETY IN LEARNING ENGLISH OF
THE ELEVENTH GRADE STUDENTS OF SMK NU MA'ARIF KUDUS
IN ACADEMIC YEAR 2013/2014**

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS
2014**



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SKRIPSI

**Presented to the University of Muria Kudus
In Partial Fulfillment of Requirement for Completing the Sarjana Program
in of English Education**

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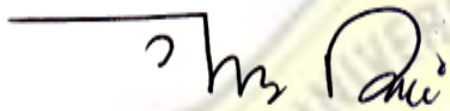
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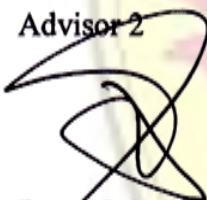
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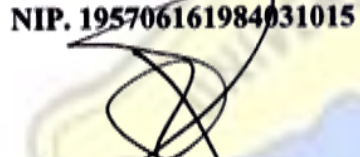
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MOTTO AND DEDICATION

Motto:

- I do my best to myself, you do your best to yourself, and we do our the best to ourselves.
- Intelligence is not the determinant of success, but hard work is the real determinant of your success

Dedication:

This skripsi is dedicated to:

- Allah SWT the Almighty and my Prophet Muhammad
- My family, for all hopes and all spirit given
- All of my best friends

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There are many people who gave their own contributions during the writer struggle to complete this skripsi. So that in this special occasion, the writer also like to convey her special gratitude to them. They are:

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The writer apology for any mistakes and happily receive any constructive criticism and suggestion, and the writer hope that it will be useful for everyone.

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Fadhila Khoirul Aini



ABSTRACT

Aini, Fadhila Khoirul. 2014. *Perspectives on Anxiety in Learning English of the Eleventh Grade Students of SMK NU MA'ARIF Kudus in Academic Year 2013/2014*. Skripsi. English Education Department. Teacher Training and Education Faculty. Muria Kudus University. Advisor Lecturer: (I) Drs. Suprihadi, M.Pd. (II) Drs. Muh. Syafei, M.Pd

Key words: Anxiety, English Learning

The differences in success and failure of the students in learning English as a foreign language may have several reasons. The most familiar reasons in our society that may contribute in increasing or decreasing in the English learning are the intelligent quotient, the languages differences, and the methods that used in teaching learning process. Other believes there are some emotional factors of the students, which can influence in foreign language learning: intelligence, motivation, attitudes, and anxiety.

The objective of the research the writer wants to find out the perspectives on anxiety in learning English of the eleventh grade students of SMK NU Ma'arif Kudus in academic year 2013/2014.

This research is qualitative research and the research design is belong to descriptive qualitative research. The data of this research is the perspectives on anxiety in learning English of the eleventh grade students of SMK NU Ma'arif Kudus. The subjects of this research are male students of the eleventh grade students of TSM class of SMK NU Ma'arif Kudus in academic year 2013/2014 who get low in English proficiency

The instrument used by the writer in this research is questionnaire. The writer makes thirtytwo questions in this research that would be asked to the students who get low in English proficiency especially for male students. The students have to choose the option, which is suitable with their perceptions by giving cross mark (X). The questionnaires adapted from Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986) "Foreign language classroom anxiety."

The data has been already available from some previous researcher. To analyze the data, the writer differencing the questionnaire that has filled by the students, reading the questionnaire to compare the contents, identifying what are perspectives on anxiety of male students, finding out the result of the perspectives on anxiety in learning English, counting the questionnaire result, counting the mean of male student's perspectives on anxiety in learning English scores by higher anxiety, medium anxiety, or lower anxiety preferences.

The result of this research, there are fifty nine perspectives on anxiety in learning English of the eleventh grade of male students who have low English proficiency. There are seventeen factors causing anxiety, twentyfive factor reducing anxiety,

sixteen factors manifestation of anxiety, and one factor of students' awareness of anxiety.

Based on the conclusion, the writer offer several suggestion to cope with anxiety in learning english. The students should find and try to avoid the factors causing anxiety and look for the solution, especially the factors that come from themselves, such as the poor proficiency of English, because anxiety influence their achievement. Thus, they must study hard to achieve better English proficiency. By having good English proficiency, they can have good self-confidence finally lead to the less anxiety in learning English. There are some factors from the teacher that causing anxiety, the teacher should apply an interesting and clear explanation to the students. For the teacher should being friendly so the students would not feel afraid to the teacher. The teacher should give correction to student's mistake, do not ignore the students. Moreover, give the students motivation. For the teacher also looks, pays attention to the factors causing anxiety from their students and tries to minimize the anxiety.



ABSTRAKSI

Aini, Fadhila Khoirul. 2014. *Pendapat-pendapat mengenai kecemasan dalam Pembelajaran Bahasa Inggris Kelas Sebelas SMK NU MA'ARIF Kudus pada Tahun Akademik 2013/2014*. Skripsi. Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Dosen Pembimbing: (I) Drs. Supriyadi, M.Pd. (II) Drs. Muh. Syafei, M.Pd

Kata Kunci : Kecemasan, Pembelajaran Bahasa Inggris

Perbedaan dalam keberhasilan dan kegagalan siswa dalam belajar Bahasa Inggris sebagai bahasa asing mungkin memiliki beberapa alasan. Alasan yang paling dikenal di dalam masyarakat kita yang dapat memberikan kontribusi dalam meningkatkan atau menurun dalam pembelajaran Bahasa Inggris adalah intelligent quotient, perbedaan bahasa, dan metode yang digunakan dalam proses belajar mengajar. Yang lain percaya ada beberapa faktor emosional dari siswa, yang dapat mempengaruhi dalam bahasa asing belajar: kecerdasan, motivasi, sikap, dan kecemasan.

Tujuan penelitian penulis ingin menemukan perspektif pada kecemasan dalam belajar Bahasa Inggris pada siswa kelas sebelas SMK Ma'arif NU Kudus dalam tahun akademik 2013/2014.

Jenis penelitian ini adalah penelitian deskriptif kualitatif. Data dari penelitian ini adalah perspektif pada kecemasan dalam belajar Bahasa Inggris dari yang pada siswa kelas sebelas SMK Ma'arif NU Kudus. Subjek penelitian ini adalah siswa laki-laki kelas sebelas TSM SMK Ma'arif NU Kudus tahun akademik 2013/2014 yang rendah di tingkat kemampuan Bahasa Inggrisnya.

Alat penelitian yang digunakan oleh penulis dalam penelitian ini adalah kuesioner. Penulis membuat tiga puluh dua pertanyaan dalam penelitian ini yang akan diisi oleh siswa yang mempunyai kemampuan Bahasa Inggris rendah khususnya untuk siswa laki-laki. Siswa memilih opsi yang sesuai dengan persepsi mereka dengan memberikan tanda silang (X). Angket diadaptasi dari Horwitz, E. K, Horwitz, M. B. , & J (1986) " Mengatasi kecemasan bahasa asing kelas."

Data telah tersedia dari beberapa peneliti sebelumnya. Untuk menganalisa data tersebut, penulis membedakan kuesioner yang telah diisi oleh siswa, membaca kuesioner untuk membandingkan isi, mengidentifikasi apa perspektif pada kecemasan siswa laki-laki, mengetahui hasil dari perspektif pada kecemasan dalam belajar Bahasa Inggris, menghitung kuesioner hasil penghitungan jawaban, menghitung rata-rata perspektif siswa laki-laki yang dalam belajar bahasa Inggris dari skor kecemasan tinggi, kecemasan sedang, dan kecemasan rendah.

Hasil dari penelitian ini, ada lima puluh sembilan perspektif pada kecemasan dalam belajar Bahasa Inggris dari yang siswa laki-laki kelas sebelas yang rendah tingkat kemampuan Bahasa Inggrisnya. Terdapat tujuh belas faktor

yang menyebabkan kecemasan, dua puluh lima faktor mengurangi kekhawatiran, enam belas faktor manifestasi dari kecemasan, dan salah satu faktor siswa kesadaran kekhawatiran.

Berdasarkan pada kesimpulan, penulis menawarkan beberapa saran untuk menyesuaikan diri dengan kecemasan dalam belajar bahasa Inggris. Siswa harus mencari dan mencoba untuk menghindari faktor-faktor yang menyebabkan terjadinya kecemasan, dan mencari solusi tersebut, terutama faktor yang datang dari diri mereka sendiri, seperti kemampuan Bahasa Inggris yang rendah, karena kecemasan pengaruh prestasi mereka. Oleh itu, mereka harus belajar dengan keras untuk mencapai lebih baik tingkat kemampuan Bahasa Inggrisnya. Dengan tingkat kemampuan Bahasa Inggris yang baik, mereka dapat memiliki kepercayaan diri yang baik yang akhirnya mengurangi kecemasan dalam belajar Bahasa Inggris. Terdapat beberapa faktor dari guru yang menyebabkan kecemasan, guru harus menerapkan, menarik dan jelas penjelasan kepada siswa. Untuk guru harus yang ramah sehingga siswa tidak akan merasa takut untuk guru. Guru harus memberikan perbaikan kepada pelajar yang melakukan kesalahan, tidak mengabaikan siswa. Lebih jauh lagi, memberikan motivasi kepada siswa. Untuk guru, juga perlu memperhatikan faktor-faktor yang menyebabkan terjadinya kecemasan dari siswa dan mencoba untuk mengurangi kecemasan.



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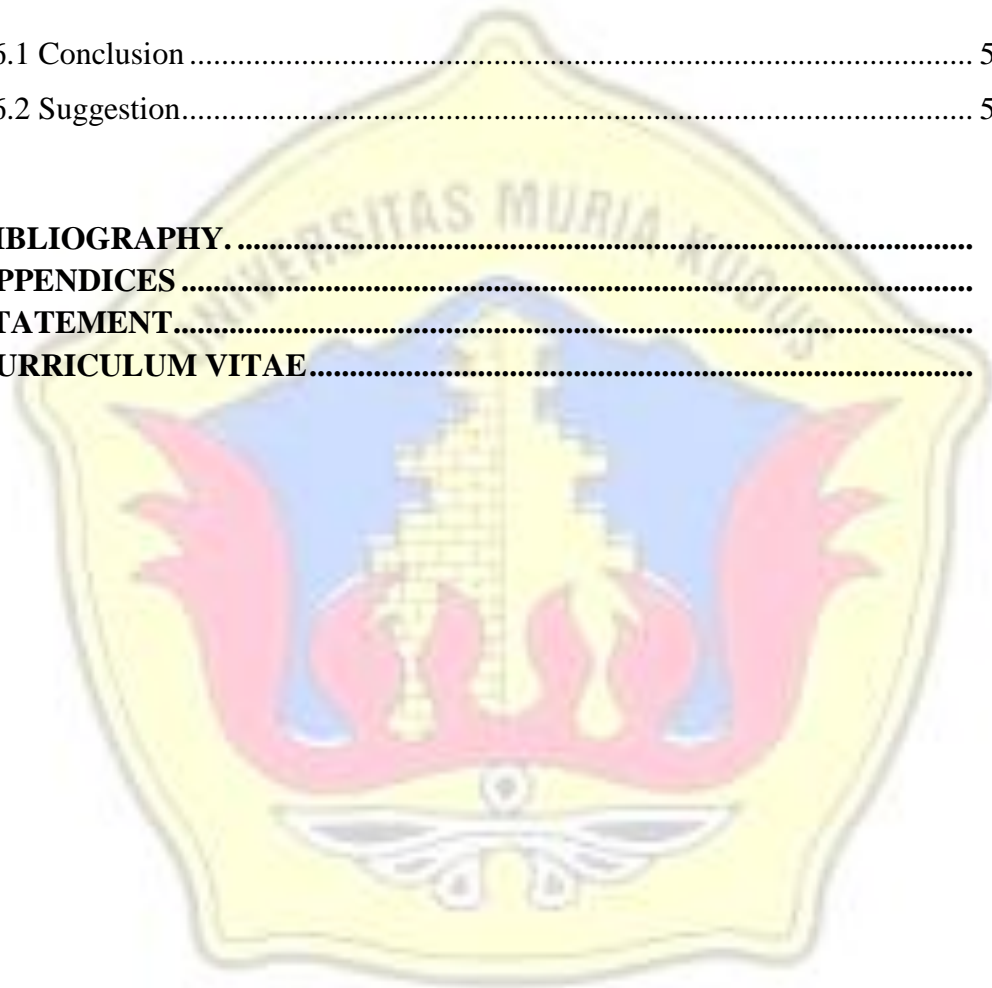
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